

Growth and Fixed Mindset Norms (G/FMN) Framework - Home and Family Culture

	Growth Mindset Norms*	Fixed Mindset Norms*
1	Parent provides academic challenges at home Child is taught/expected to embrace/seek challenges and persist in the face of setbacks	Parent do not provide academic challenges at home Child is permitted to avoid challenges and give up easily
2	Parent and child state, "Oh! I like a challenge!" or something similar	Parent and/or child state, "This is too hard. I give up." or something similar (may be unaddressed)
3	Parent and child see/communicate that effort and practice are the path to mastery Parent and child acknowledges getting smart/intelligent from effort	Parent and child see/communicate that effort is fruitless due to ability and talent being innate Parent and child state, "I'm just not a math person." or something similar
4	Parent gives incremental clues and cues when child is not there yet and during questioning In academic support settings siblings and other supporters don't tell/do for others Parent never does something for a child that the child can do for themselves in a learning situation	Parent dispense information to child Parent gives answers when child doesn't have it In academic support settings, child is told answers, allowed to copy or has the work done by others Parent bails out child who struggles (by telling and/or doing the task for the child)
5	Parent models and teaches persistence Parent uses wait time and encourages the child to be patient in thinking and learning exercises Child persists in thinking exercises until complete Child is allowed to have ample think and do time during activities Child seeks help only after giving true effort	Parent models giving up No or not enough thinking and/or doing time given Parent is impatient with child while thinking Child gives up during thinking exercises Child asks for help without true effort applied repeatedly to an activity
6	Parent praises and give feedback on effort and strategy Parent gives incremental and specific feedback during home learning and on child products Parent and child communicate that they learn from criticism/feedback and are accepting of it	Parent and child praises and gives feedback on intelligence/smartness, correctness and/or behavioral compliance Parent give right and wrong feedback mostly Parent and/or child ignore/avoid giving and receiving useful criticism and feedback
7	Parent models being wrong as being a big learning opportunity Child is taught to embrace mistakes and the learning that comes from them Child is made to feel comfortable being wrong in public	Parent shows a dislike for mistakes Parent promotes a feeling of wrong being bad and/or to avoid being wrong in public Child communicates that being wrong is bad (ridicule) Parent and child hide being wrong (helpless techniques)
8	Parent and child show when others succeed they find learning and inspiration in their success	Parent and child show when others succeed they are threatened by their success
9	Parent and child see/communicate that assignments and assessments are about learning and personal growth	Parent and child see/communicate that assignments and assessments are about comparison/ranking and grades
10	Parent provide performance tasks and constructed response type activities to enrich/remediate	Parent gives activities and measures designed to compare, rank and grade child
11	Parent and child recognize and/or celebrate personal growth at least as much as celebrations of top achievement	Parent and child recognize and celebrate top achievement only

*All norms can be viewed also as messages written in the home as well.